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ABSTRACT

This handbook is designed to assist in duplicating Project LIVE (Literacy Implements a Vibrant Existence), a family literacy project. Its purpose is to share some ideas and methods of teaching family literacy. It begins with a description of a typical day at the project. Recruitment, interviewing and testing, evaluations, and graduation are discussed. Other project materials include a list of activities to get started, a children's room inventory, an adult classroom inventory, a sample budget, information on staff and volunteers, and rules to discuss with students. The next section deals with the participating children and contains a preschool schedule, a preschool curriculum, information on modeling activities and recall/circle time, and a list of PACT (Parents and Children Together) Time activities. The following section on the adult participants includes an adult schedule, an adult curriculum, information on a teacher's aide vocational program to incorporate job training, and information on setting up a school meal program. Appendixes include samples of report cards, certificates of completion, and a newsletter. (YLB)

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# Literacy Implements a Vibrant Existence

# PROJECT LIVE

## Handbook

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The National Center for Family Literacy plays a leading role in the family literacy movement and has greatly influenced our program.

With deep appreciation we thank those who so generously financed Project LIVE: The City of Florence, St. Ann's Catholic Missions, Catholic Charities of the Diocese of Charleston, St. Anthony's Catholic Church, South Carolina Literacy Association, United Way of Florence County, Housing Authority of Florence, Adult and Community Education of District One in Florence, the *Florence Morning News*, and the Florence Area Literacy Council.

Many people have helped and encouraged us. Publicity has been outstanding from the *Florence Morning News*, the *News & Shopper*, WBTW TV-13, WPDE TV-15, WELY TV-56, WJMX and WYNN radio stations. Volunteers and tutors have given so willingly of their time. We thank you!

We also thank the parents and their children. This program is a true partnership.

## Preface

The mission of Project LIVE (Literacy Implements a Vibrant Existence) is two-fold: 1) to give children back to their parents, acknowledging that parents are the first and best teachers; and, 2) to break the intergenerational cycle of illiteracy.

The purpose of this handbook is to share some ideas and methods of teaching family literacy. All of the ideas have been tried and proved successful by our instructors. It is designed to be of help in duplicating Project LIVE.

Just imagine a community where everyone is aware of the intergenerational cycle of illiteracy and the needs of this special group.

Imagine a community where the undereducated are thought of as "people."

Imagine a community where children are considered "little people."

Imagine a community where literacy is deemed so important that there is constant, open sharing of information with a fully developed resource network for programs and services.

And imagine professionals, religious and business leaders, policy-makers and educators, private citizens and community service organizations -- everyone else who makes things happen in the community -- all imagining each of these things together.

Project LIVE is the result of a lot of imagining. It's a start!

In the preparation of this handbook, we take pride in giving full credit to Ms. Kim Heger and Ms. Cecile Goding.

Margie Strand
Executive Director
Florence Area Literacy Council

## About This Manual

Every family literacy program will be different, with its own unique requirements and solutions. Yet every program will start from the same basic idea: the parent is the child's first and most influential teacher. As such, family literacy educates the parent along with the child. This method works here at Project LIVE, and it will work for your community as well.

At Project LIVE, our facilities at the Florence Housing Authority's Resident Opportunity Center are just right for a maximum of fifteen children and as many as fifteen parents. The operating expenses, startup inventory and staff reflected in this manual were based on this maximum. Figures will vary, depending on your individual situation. We have kept our school small on purpose, to allow our staff and volunteers to interact very closely with both the children and the adults. Holidays and class times will also vary. Project LIVE runs Monday, Wednesday and Friday from 8:30-2:30 all year round. We follow the normal school holiday schedule during the school year, and in the summer, we break for approximately two weeks in July.

South Carolina's first full-day family literacy program, Project LIVE, has taught us so much. By sharing our experiences with you through this manual, we hope you will learn, as we did, that setting up a family literacy program in your community is workable, rewarding, and above all, highly successful.

If you have any further questions about Project LIVE and family literacy, please do not hesitate to contact us.

Kim Heger, Project LIVE Director
and Preschool Coordinator

Cecile Goding
Adult Literacy Coordinator

**Project LIVE**
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## A Walk through Project LIVE

Picture two large, colorful rooms filled with sunlight. It is 10:00 on a Monday morning in June. Breakfast was over by 9:00. Everyone is busy.

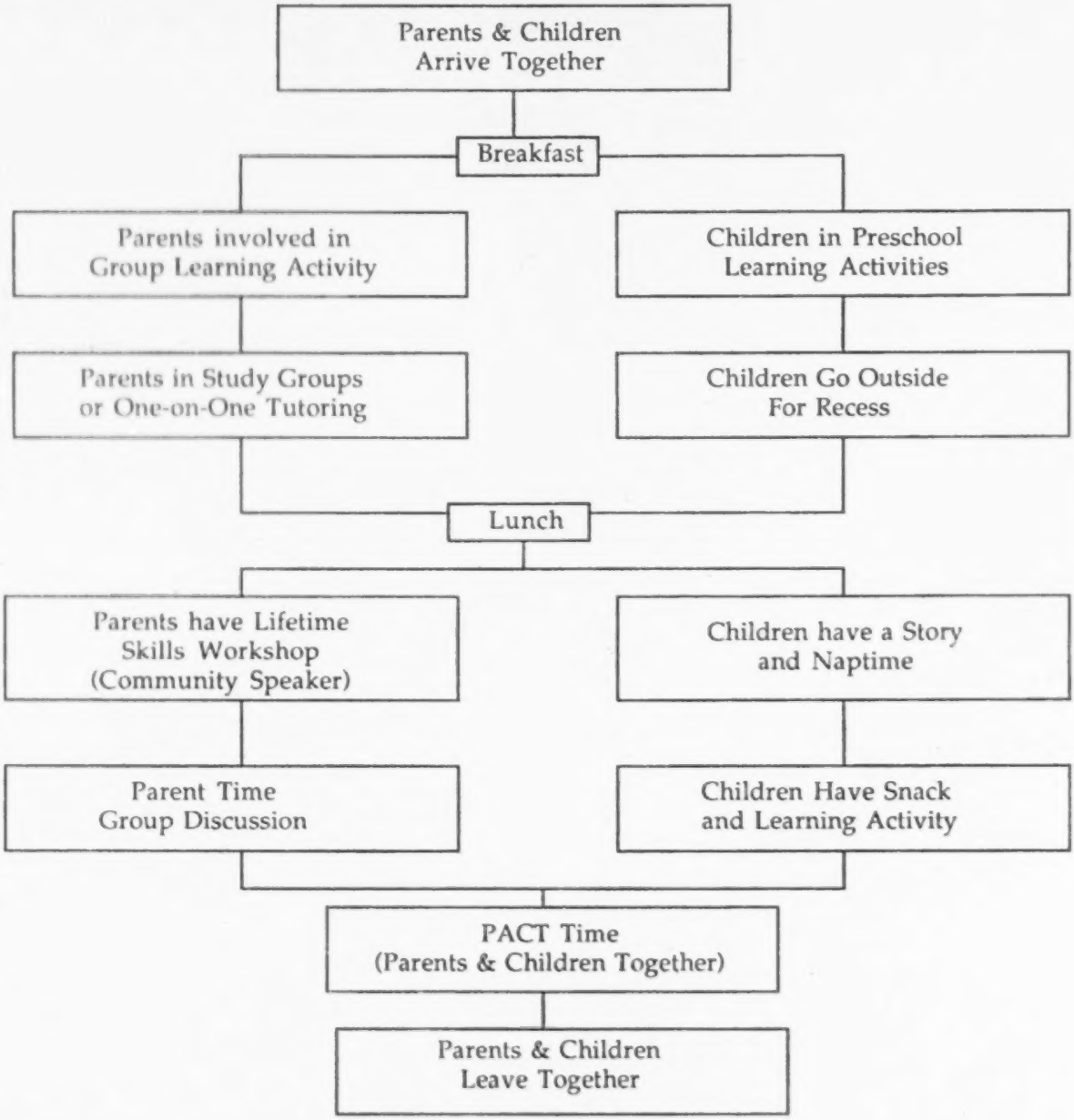
In one room, fifteen pre-schoolers have scattered to separate areas to begin their "work." Tricia is in the "kitchen," making imaginary biscuits for her friend Tanya. Soon they'll move to the dress-up area, where a young volunteer from a near-by high school helps them with buttons and ties. Across the room, other children are painting at the art table. Their teacher takes Tabatha aside for a few minutes of speech therapy. Soon, she will get up to settle a dispute between Bradley and Bryan, who both want to use the same alphabet blocks. Before recess, she will gather the children together to review their morning.

A typical morning in an exclusive pre-school? Look again. Enter the adjacent room. For a moment, you may feel you have stepped back to earlier school days, the days when many grades were taught in one room, where a range of activities are taking place at the same time. The difference? Here, the students in the room are adults. In fact, they are the parents of the active pre-schoolers next door.

At a small table for two, a literacy volunteer tutors Tabatha's mother in the Laubach "Way to Reading" method. In another area, the members of the Nutrition Committee are planning next week's breakfast and lunch menus, compiling a grocery list using words from newspaper ads. At the personal computer, Bradley's mom, editor of the school newsletter, is learning to type. She is writing an article about the school's First Aid/CPR course, conducted by a volunteer children's nurse. Over by the window, Tanya's parents and the teacher are studying math. Occasionally, they look out at their own pre-schooler, who is just going outdoors to the playground with the other children. Bryan's mother sits in a corner alone. She has just turned twenty-one, and is talking to herself! But listen--she is practicing her talk for the weekly Speechcraft course.

At 11:00, as the Teacher's Aide for the day, she will put away her notebook and begin preparing a simple lunch for parents and children. After lunch, while the children nap, the parents will hear a community speaker, followed by group discussion. Then, at 2:00, the children will be coming in for PACT time. With their parents' help, the children will be working with shapes and colors today. At 2:30, the families clean up and go home, after another busy day learning together at Project LIVE.

## TYPICAL DAY AT PROJECT LIVE


Parents & Children Arrive Together
Breakfast
Parents involved in Group Learning Activity
Children in Preschool Learning Activities
Parents in Study Groups or One-on-One Tutoring
Children Go Outside For Recess
Lunch
Parents have Lifetime Skills Workshop (Community Speaker)
Children have a Story and Naptime
Parent Time Group Discussion
Children Have Snack and Learning Activity
PACT Time (Parents & Children Together)
Parents & Children Leave Together

## Procedures

Recruitment. Students are recruited for Project LIVE through:

- Referrals by the Florence Area Literacy Council
- Referrals by the Department of Social Services or other agencies
- Individual area recruitments, newspaper and other media announcements
- Word of mouth

Interviewing & Testing. Prospective students are interviewed individually to determine eligibility and student goals. Any adult who needs literacy skills and who has a 3 or 4 year-old child also enrolling in the school is eligible for Project LIVE. The Slosson Oral Reading Test is given to each adult student to determine basic reading level.

Evaluations. Individual evaluation interviews are held every three months. Each adult student meets privately with her teacher and the child's teacher. The child's report card and the adult's progress report are discussed. This is a time when both teachers can focus on that individual parent-child team, pointing out areas of improvement, giving advice, and applying liberal amounts of praise and encouragement!

Graduation. A parent-child team graduates from Project LIVE when:

- The child reaches kindergarten age, or
- The parent's improved reading level qualifies him/her for further educational or vocational opportunities.

In an exit interview, adults are counselled about further education through local vocational programs, Adult Education, technical schools or colleges. They are also advised on how they can continue to help their children in school. A graduation ceremony, held in August, honors those who have successfully completed the program.

## Getting Started

- Find a place
  (Check with the Housing Authority, School District, Adult Education Center, United Way, local churches . . . )

- Find transportation
  (Check with the Department of Social Services for its clients, local public transportation, school system . . . )

- Find food
  (Check with school cafeteria to bring lunches in OR if the facility has a working kitchen, then initiate the vocational program by which students are responsible for planning, budgeting, preparing meals . . . )

- Find personnel
  (Hire a pre-school teacher and an adult literacy teacher. Recruit volunteers to perform one-on-one tutoring with the adults. Also enlist volunteers to assist children.)

- Find funding sources
  (City and county government, Community Block Development Grants, United Way, state literacy association, Barbara Bush Foundation, library grants, local churches and mission groups. . . )

- Find students
  (Recruit through the local literacy council, Department of Social Services, Housing Authority. Knock on doors.)

- Set up rooms
  (Physically set up the rooms so as to be conducive to studying. If at all possible have the adult and pre-school rooms adjacent to one another. If a cafeteria is not available, then use your adult classroom as the lunchroom.)

# Children's Room Inventory

## Furnishings

* Teacher's desk and chair
* 3-drawer file cabinet
* Sink and mirror
* 2 wastebaskets
* 4 sets of cubbie cabinets
* 4 small tables, 15 small chairs
* Oval or round rug
* Toy box
* Dress-up box
* Time-out chair
* 15 wall hooks at children's height

## Supplies & Equipment

* Outdoor play equipment
* Portable file case
* File folders
* Hanging folders
* Push pins
* Pens, pencils, colored markers
* Memo pads, legal pads
* Stapler, stapler pull
* Tape dispenser
* Scissors
* Paper Clips
* Rubber Bands
* White Out
* Telephone & Answering Machine
* Stationery, envelopes, stamps
* Assorted stickers
* Small gifts for perfect attendance
* Attendance chart
* Recall poster
* Daily schedule poster
* Birthday poster
* Wall calendar
* Door poster with children's names
* Colors, shapes, alphabet, numbers
* Bucket, sponges, cleanser
* Dust pan, brush, broom, mop
* Wall clock
* 15 mats, 15 blankets
* American flag, eagle
* Chalkboard, eraser, chalk

# Adult Classroom Inventory

## Furnishings

Bookshelves
Storage areas for supplies
Tables & chairs (enough for children & guests)
Teacher's corner --table or desk
Portable easel w/blackboard
Bulletin boards

## Wall Displays

Information Board:
- Attendance Chart
- Calendar
- Daily Schedule
- Duties for Teacher's Aide
- Announcements

Parenting Board:
- Nutrition Charts & Information
- Clippings of Interest to Parents
- First Aid Charts
- Prices of Basic Breakfast & Lunch Items

News Board:
- World Map
- U. S. Map
- Clippings of World Events
- Famous People

## Materials:

Laubach "Way to Reading" material
"Challenger" materials
"Breakthrough to Math" series
Encyclopedia
Dictionaries
Atlas
Globe
Other reference books
Magazine subscriptions--parenting, news, general interest
Daily newspaper subscriptions
"News for You" subscriptions
Crossword Puzzles & Word Games

## Sample Budget

| | |
|---|---|
| Salary Pre-school Teacher / Project Director | $25,000 |
| Health Insurance | $ 900 |
| Salary Adult Literacy Teacher | $21,000 |
| Rent | $ 1,500 |
| Liability insurance | $ 1,500 |
| Telephone | $ 1,200 |
| Supplies | $ 2,500 |
| Food | $ 3,750 |
| Open House to Public | $ 200 |
| Open House for Families | $ 100 |
| Postage / Newsletter | $ 108 |
| Travel / Training | $ 2,000 |
| Equipment | $ 2,000 |
| TOTAL | $61,758 |

* Budgets will vary. Our adult curriculum is given to us by our local Adult Education Center. Custodial services and utilities are included in our rent.

* Our food allocation was based on $75 a week x 50 weeks. Our supplies allocation was based on $50 a week x 50 weeks.

## Staff & Volunteers

It is fundamental to the program that two full-time teachers be employed. The pre-school teacher and the adult literacy teacher work very closely together to make the program a success. Classes are held three days a week from 8:30 a.m. to 2:30 p.m. The other two days are used for planning, preparation, etc.

Volunteers are essential. As there will be up to 15 children being pre-schooled at one time, the teacher needs one or two helpers per day. This is vital for safety reasons as well as for giving much needed attention to each child.

The adult literacy teacher needs trained tutors to help during the tutoring time of each day. Students will be on all different levels; therefore, it is impossible for the teacher to meet each individual's needs. Tutors may come for 1-2 hours each morning. It would be ideal to have a tutor for each student.

## Rules to Discuss with Students

1. Classes are held Monday, Wednesday and Friday, from 8:30 a.m. to 2:30 p.m.
2. Students are expected to participate fully in the Teacher's Aide program.
3. Transportation must be arranged by the student.
4. Children must be toilet trained.
5. Always bring an extra set of clothes for children (in case of accident).
6. Parents are asked not to hit or spank the child in school. The time-out chair is used for disciplinary purposes.
7. Parents and children must come to school together. (If child is sick, parent may attend his/her class.)
8. If a student is unable to attend class, he/she must call the teacher. Excused absences are sickness or death in the family,
9. If a student misses three consecutive classes, he/she is on probation. The student must make an appointment with the teacher team to rejoin the program.
10. If a student misses a fourth consecutive class, he/she will be expelled from the program.
11. Parents are not to leave the school grounds during the day.
12. The teacher will dismiss school at the end of the day.
13. Students under the influence of drugs or alcohol will be expelled from the program.
14. Regular attendance and punctuality are mandatory.

## Pre-School Schedule

| | | | |
|---|---|---|---|
| 8:30 a.m. | - | 9:00 a.m. | Breakfast with Parents |
| 9:00 a.m. | - | 9:15 a.m. | Model Activity<br>Letter for the Day<br>Roll Call |
| 9:15 a.m. | - | 10:45 a.m. | Children Work in Centers |
| 10:45 a.m. | - | 11:00 a.m. | Recall/Circle Time |
| 11:00 a.m. | - | 11:30 a.m. | Recess |
| 11:30 a.m. | - | 12:00 | Lunch with Parents |
| 12:00 | - | 12:30 p.m. | Story-time |
| 12:30 p.m. | - | 1:30 p.m. | Nap-time |
| 1:30 p.m. | - | 2:00 p.m. | Snack-time |
| 2:00 p.m. | - | 2:30 p.m. | PACT (Parents and Children Together) |

## Pre-School Curriculum

The children's classroom is divided into work areas: the kitchen area, the block area, the book area, the art area, the dress-up area, and the puzzle area. Each area is designed to help the child develop specific skills.

Kitchen Area -
1) Role Play
2) Manipulative skills (pinching, grasping, scooping, pouring, etc.)
3) Discrimination of visual stimuli (likenesses and differences)

Block Area -
1) Creativity
2) Perception of depth, width, heighth
3) Discrimination of color
4) Balance

Book Area -
Writing Area
1) Interest in reading
2) Language development
3) Fine motor muscles developed in turning pages, using pencil, finger tracing, etc.
4) Sequencing alphabet and numbers
5) Listening skills

Art area -
1) Creativity
2) Knowledge of textures, colors, shapes, sizes, etc.
3) Development of the fine motor muscles in painting, drawing, coloring, cutting, pasting, etc.
4) Coordination in exercising to music, keeping a rhythm

Dress up -
1) Role play
2) Expressive language
3) Manipulative skills in buttong, tying, zipping, etc.

Puzzle area -
1) Perception
2) Pre-math skills
3) Classification by colors, numbers, letters, etc.
4) Discrimination of visual stimuli by noting likenesses and differences

## Modeling Activities

Each day begins with the teacher modeling various activities from the learning centers. Each item should be introduced at least once. After the teacher models the work item, she returns it to the shelf and encourages the children to explore that item.

Listed below is a sample of the different learning centers and their many work items.

Kitchen Area
Food containers, boxes, jars, cartons, jugs, etc.
Placemat or tray marked with place setting
Tray with a plastic bowl, plastic funnel, plastic measuring cups, water, sponge
Lasagna pan with an ice tray, marbles, cup, measuring spoon
Plastic utensil tray with plastic forks, knives and spoons
Lasagna pan with two plastic containers, measuring cup, measuring spoon, plastic funnel, grits
Tray with a plastic jug, plastic bowl with handle, measuring spoons, beans
Tin pie plate with two small containers with lids, two kinds of beans
Basket with assorted sizes and shapes of jars and bottles with lids
Two plastic bowls with several small balls or large marbles, measuring cup
Plastic bowl with several small jars with lids, beans
Small frozen dinner tray with several small jars with lids, buttons
Basket with assorted sizes of plastic container lids
Tin pie plate with a plastic bowl, large wooden buttons, measuring spoon
Assorted shapes and colors of beads, large shoe strings
Cardboard lace-cards, shoelaces
Plastic bowl with large macaroni, pipe cleaners
Basket with a small jar and a lid, a pushpin, paper with designs
Bowl with a mirror, spray bottle, water, cotton balls
Pocketbook (has tying, buttoning, zipping, snapping, etc.)
Basket with pipe cleaners
Several baskets with scissors, paper with designs

Book / Writing Area

Books, crates, baskets, buckets, feltboard, letters, manuscript paper, markers, basket of letters, alphabet posters, tin pie plate with grits or sand (for tracing letters)

Block Area

Connector blocks, wooden blocks, buckets, boxes

Art Area

Chalkboard with eraser, paint, brushes, paper, art shirts, pie plates, plastic bowls, scissors, glue, paste, markers, crayons, pens, stencils, ink pads, stamps, clay, ruler, bits and pieces of paper, coloring books, desktop easel, record player, records, tape player, tapes

Dress-Up Area

Shirts, shorts, jackets, belts, scarves, hats, shoes, purses, wallets, jewelry

Puzzle Area

Wooden puzzles working with colors, shapes, vegetables, fruits, careers, letters and numbers, a pegboard, dominoes, color cards, shape cards, number cards, poker chips, index file, alphabet tray, alphabet board

## Recall/Circle Time

The recall/circle time is an important part of every day. It is at this time that the children come together as a group to discuss what they did during their work time. Conversation is stimulated and interaction is encouraged.

Circle activities may include singing, listening to recorded stories, working with activities from the learning centers, playing games, etc. The teacher initiates the activity or game and instructs the children to participate individually by taking their respective turns, or as a group working together.

Ideas may be obtained from Childcraft, Everyday Circle Times, Child's Play, and various other publications.

# PACT Time

PACT (Parents and Children Together) Time is the most important time of the day. It is during this time that the parent assumes the role of teacher. The child is instructed by the parent and they work on the assignment together.

The parent is the child's first and most influential teacher. When parents are involved in helping their children with school work, the children become better achievers. The children also have a higher self-esteem when they receive praise for their achievements.

Below is a list of sample PACT Time activities:

| | |
|---|---|
| Day 1 | The parents were introduced to the pre-school room and the purpose for each center was explained. The parents and children participated in working an activity together. |
| Day 2 | Parents and children made a thank you poster for one of our benefactors. When finished, they participated in a song together. |
| Day 3 | Parents and children made another thank you poster and sang a song together. |
| Day 4 | Children were assisted by parents in making a picture of the Letter for the Day. They used macaroni, beans, string, glue and markers. |
| Day 5 | Parents and children listened to and participated in story-time. They then sang and danced together. |
| Day 6 | Parents and children made faces on a piece of cloth with buttons, yarn, and glue. |
| Day 7 | Parents and children completed worksheets together. The objective was to introduce shapes and colors. Writing reinforcement was included in the worksheet. |

| | |
|---|---|
| Day 8 | Parents and children did more work with shapes and numbers. Children also cut and pasted. |
| Day 9 | Parents and children listened to a recorded story of Snow White. They then drew pictures of Snow White, the Prince, and the Seven Dwarves. |
| Day 10 | Parents and children made a poster collage of "Things I Like." |
| Day 11 | Parents and children were directed to cut specific pictures out of magazines. Each child was given an envelope in which to keep his/her pictures. Parents were directed to review the pictures at home with their children. |
| Day 12 | Dismissed early |
| Day 13 | Parents and children participated in story-time. They then visited the children's library. Parents checked out books for children. |
| Day 14 | Parents and children made bookmarks, one for the child and one for the parent. They used cut strips of paper, buttons, yarn, glue, markers and crayons. |
| Day 15 | Parents and children decorated worksheets of Easter eggs. They also cut out a bunny silhouette and then filled in its features. |
| Day 16 | Parents and children made bunnies from paper, glue and cotton balls. |
| Day 17 | Parents and children made paper Easter baskets and eggs. They colored, cut, and stapled. |
| Day 18 | Easter party |
| Day 19 | Parents and children discussed the recipe they prepared together at home during spring break. They then sang the "Alphabet Song "and "I'm a Little Teapot." |

Day 20 Parents placed their hands on paper plates while the children traced the outline. Then they numbered the fingers one through five. They then glued beans or buttons along each finger to correspond with its number.

Day 21 Parents assisted children in completing worksheets on the concept of location and size (in, on, under, small, smaller, large, largest).

Day 22 Parents and children began working on picture books. Blank books were given to each child. Each page was categorized and students were to find pictures to correspond with each page.

Day 23 Parents and children continued working on picture books.

Day 24 Parents and children continued working on picture books.

Day 25 Parents and children presented their picture books to the class. Then they participated in a song together.

Day 26 Parents and children practiced printing the alphabet. They began the work in class and were assigned the rest for homework.

Day 27 Parents and children continued working on the alphabet.

Day 28 Parents and children cut paper into strips. They decorated the strips and then taped them together to make a chain.

Day 29 Parents and children were given more paper and this time asked to fringe their strips. These pieces were added to those of the previous day.

Day 30 Parents and children made another thank you poster.

Day 31 Parents and children decorated grocery bags. They traced their feet and hands, wrote their names, drew their symbols and decorated.

Day 32 Parents and children painted grocery bags using their hands, paintbrushes, cotton balls, sponges, and macaroni.

Day 33 Parents and children made a flower mosaic for Mother's Day. (Children also made a surprise card for their mothers during the morning work-time. They presented the card during PACT Time.)

Day 34 Parents and children practiced drawing and coloring flowers, trees, the sun, etc.

Day 35 Parents traced the outline of their children's bodies onto large sheets of newspaper end rolls. The children then drew in their eyes, nose, mouth, and hair. They also decorated their clothing.

Day 36 Parents and children made masks out of paper bags.

Day 37 Parents and children made get well cards for their teacher.

Day 38 Parents and children began work in a new picture book.

Day 39 They continued working in the picture books.

Day 40 They continued working in the picture books.

Day 41 They continued working in the picture books.

Day 42 Parents and children decorated cardboard cut-outs of the child's symbol. These cut-outs were used to make a mobile.

Day 43 Parents and children made butterfly mosaics.

Day 44 Parents and children made a birthday banner for our director. They painted using brushes and fingers.

Day 45 Parents and children made a poster collage of numbers and letters.

Day 46 Parents observed while the children took turns completing one of the puzzles from the pre-school room. Children then demonstrated one of the matching activities.

Day 47 Parents and children made a poster collage of things of summer.

Day 48 Parents and children made a banner with numbers.

Day 49 Parents and children worked on shapes by matching index cards of shapes to the shape on the worksheet. They also practiced drawing the shapes.

Day 50 Parents and children did more work with shapes.

Day 51 Parents and children completed worksheets of animals.

Day 52 Parents and children made fish mosaics.

Day 53 Parents observed as children put on a fashion show. They then danced to music. Children demonstrated their ability at completing the alphabet puzzle.

Day 54 Parents and children made hula skirts from paper bags.

Day 55 Parents and children made binoculars from toilet paper rolls.

Day 56 Parents and children were presented with school boxes. The boxes contained paper, scissors, glue, crayons, and pencils. They were given blank books and asked to complete over summer vacation.

Day 57 Parents and children presented their booklets to the class. They then played a game of concentration.

Day 58 Parents and children made lion faces out of paper plates, yarn and buttons.

Day 59 Parents and children made snowflakes.

Day 60 Parents and children made masks from paper plates.

Day 61 Parents and children filled in a picture of a bird on a limb with glue and birdseed.

| | |
|---|---|
| Day 62 | Parents and children made pictures of shapes. They cut out and glued onto large construction paper. |
| Day 63 | Parents and children drew and decorated "life-size" paper doll clothes. |
| Day 64 | They finished the paper clothes. |
| Day 65 | Parents observed and assisted while children participated in a paper cutting race. |
| Day 66 | Parents and children made paper fans. |
| Day 67 | Parents and children made paper clown puppets. |
| Day 68 | Trip to zoo |
| Day 69 | Parents and children made large teapots. |
| Day 70 | They finished decorating the teapots. |
| Day 71 | Graduation |

## Adult Schedule

| | |
|---|---|
| 8:30 - 9:00 | Breakfast with Children |
| 9:00 - 9:30 | Adult Meeting |
| 9:30 - 10:00 | Group Activity |
| 10:00 - 11:15 | Individual Tutoring (Quiet Time) |
| 11:15 - 11:30 | Set up for Lunch |
| 11:30 - 12:00 | Lunch with Children |
| 12:00 - 12:15 | Clean up/ Sweep floor |
| 12:15 - 1:00 | Lifetime Skills Workshop |
| 1:00 - 2:00 | Parent Time |
| 2:00 - 2:30 | PACT Time-<br>Parents & Children Together |

## Adult Curriculum

The adult curriculum includes a full day of work in literacy skills, math skills and other basic education essentials, depending on the student. It also involves working in groups, participating in vocational programs, learning from community resource speakers during the Lifetime Skills Workshop, engaging in group discussions on parenting and other topics, and working on learning activities with the children.

A full day schedule

| Day 1 | |
|---|---|
| 8:30 a.m. | Parents arrive with children |
| 8:30-9:00 | Breakfast with children |
| 9:00-9:30 | Adult meeting: "The Teacher's Aide Program" |
| 9:30-11:15 | Individual Literacy Tutoring--One-on-One or Study Groups |
| 11:15-11:30 | Prepare and setup for lunch |
| 11:30-12:00 | Lunch with children |
| 12:00-12:15 | Cleanup and break time |
| 12:15-1:00 | Lifetime Skills Workshop: "A Visit from Margie Strand, Exec. Director" |
| 1:00-2:00 | Parent Time (Guided Discussion) "What My Child Likes" |
| 2:00-2:30 | PACT Time--Children show parents their classroom |

Highlights of each day

| Day 2 | |
|---|---|
| 9:00-9:30 | Adult meeting: "New Books" |
| 9:30-10:00 | Group work: "A Look at the Newspaper" |
| 12:15-1:00 | Lifetime Skills Workshop: "Your Child's First Trip to the Dentist"--visit by a local dentist and his staff |
| 1:00-2:00 | Parent Time: "Role Models--You?" |
| 2:00-2:30 | PACT Time: Handprint posters, A Song and A Dance |

| Day 3 | |
|---|---|
| 9:00-9:30 | Adult meeting: "Homonyms" |
| 9:30-10:00 | Group work: "Remembering book" |
| 12:15-1:00 | Lifetime Skills Workshop: "So You Want to Write A Letter" |
| 1:00-2:00 | Parent Time: "Menu Planning" |
| 2:00-2:30 | PACT Time: Handprint posters, A Song and A Dance |

Day 4

| | |
|---|---|
| 9:00-9:30 | Adult meeting: "The Importance of Testing" |
| 9:30-10:00 | Group work: "Remembering book" |
| 12:15-1:00 | Lifetime Skills Workshop: "Writing Words for Numbers" |
| 1:00-2:00 | Parent Time: "A Look at the Middle East through Newsweek" |
| 2:00-2:30 | PACT Time: Bean and Pasta Mosaics |

Day 5

| | |
|---|---|
| 9:00-10:00 | Adult meeting: "Summarizing News Articles" |
| 12:15-1:00 | Lifetime Skills Workshop: "Long & Short-Term Goals"--a talk with the Adult Education Director |
| 1:00-2:00 | Parent Time: "What to Tell Your Child about the War" |
| 2:00-2:30 | PACT Time: Let's Hear a Story and Dance |

Day 6

| | |
|---|---|
| 9:30-10:00 | Group work: "Remembering book" |
| 12:15-1:00 | Lifetime Skills Workshop: "Writing about Goals" |
| 1:00-2:00 | Parent Time: "Menu Planning" |
| 2:00-2:30 | PACT Time: Sewing a Face |

Day 7

| | |
|---|---|
| 9:00-9:30 | Adult meeting: Certificates of completion awarded |
| 9:30-10:00 | Group work: "Remembering book" |
| 12:15-1:00 | Lifetime Skills Workshop: "Taking Notes: Reader's Digest" |
| 1:00-2:00 | Parent Time: "Reading to Your Child" |
| 2:00-2:30 | PACT Time: Working with Shapes |

Day 8

| | |
|---|---|
| 9:00-9:30 | Adult meeting: "Meeting with our director, Kim Heger" |
| 9:30-10:00 | Group work: "News article--Common Household Cleansers" |
| 12:15-1:00 | Lifetime Skills Workshop: "Shopping the Newspaper Ads--Planning your Dream Meal!" |
| 1:00-2:00 | Parent Time: Talking with our visitors from the Dept of Education |
| 2:00-2:30 | PACT Time: More Work with Shapes |

Day 9

| | |
|---|---|
| 9:00-9:30 | Adult meeting: "Review of Teacher's Aide Program" |
| 9:30-10:00 | Group work: "Remembering book" |
| 12:15-1:00 | Lifetime Skills Workshop: "A Health Emergency"--Shelia Windham, McLeod Children's Hospital |
| 1:00-2:00 | Parent Time: "Menu Planning Meeting" |
| 2:00-2:30 | PACT Time: Listening to a fairy tale |

Day 10--SCHOOL OPEN HOUSE

| | |
|---|---|
| 9:00-10:00 | Group work with bar graphs, reading for comprehension |
| 12:15-1:00 | Lifetime Skills Workshop: "Writing a Summary of a News Article" |
| 1:00-2:00 | Parent Time: "The Art of Being a Host or Hostess" |
| 2:00-2:30 | PACT Time: Collage-- "My Favorite Things" |

Day 11

| | |
|---|---|
| 9:00-9:30 | Adult meeting: "Reading aloud" |
| 12:15-1:00 | Lifetime Skills Workshop: "What Goes Into A Newspaper"--City Editor, Florence Morning News |
| 1:00-2:00 | Parent Time: "Dates and Appointments" |
| 2:00-2:30 | PACT Time: Magazine Cut-outs/categories |

Day 12

| | |
|---|---|
| 9:00-9:30 | Adult meeting: "Finish worksheets-Dates and Appointments" |
| 12:15-1:00 | Lifetime Skills Workshop: "Menu Planning Meeting" |

SCHOOL DISMISSED AT 12:00--TEACHERS TO NY SEMINAR

Day 13

| | |
|---|---|
| 9:00-9:30 | Adult meeting: "What we learned in NY" |
| 12:15-1:00 | Lifetime Skills Workshop: "Nutrition Seminar"--Leatha Eagleton, Nutritionist, Clemson Extension Service |
| 1:00-2:00 | Parent Time: "Selecting Children's Books, A Trip to the Library" |
| 2:00-2:30 | PACT Time: Reading Stories, A Trip to the Library |

Day 14

| | |
|---|---|
| 9:00-9:30 | Adult meeting: "Newspaper Headlines" |
| 12:15-1:00 | Lifetime Skills Workshop: "Writing a Children's Book Review" |
| 1:00-2:00 | Parent Time: "Selecting Children's Books" |
| 2:00-2:30 | PACT Time: Making bookmarks |

Day 15

| | |
|---|---|
| 9:00-9:30 | Adult meeting: "Homonyms" |
| 9:30-10:00 | Group work: "Remembering book" |
| 12:15-1:00 | Lifetime Skills Workshop: "Preparing Emergency Permission Cards" |
| 1:00-1:30 | Parent Time: Menu Planning |
| 1:30-2:00 | Writing about Project LIVE--Subjects & Predicates |
| 2:00-2:30 | PACT Time: Paper eggs & bunnies |

Day 16

| | |
|---|---|
| 9:30-10:00 | Group work: "Remembering book" |
| 12:15-1:00 | Lifetime Skills Workshop: "Nutrition Seminar" |
| 1:00-2:00 | Parent Time: Grammar lesson review |
| 2:00-2:30 | PACT Time: Rabbit faces |

Day 17

| | |
|---|---|
| 9:00-9:30 | Adult meeting: "Reading 'News for You'--U.S. Economics" |
| 9:30-10:00 | Group work: "Math books" |
| 12:15-1:00 | Individual Evaluations--meetings with Kim and Cecile |
| 1:00-2:00 | Grammar Lesson-Sentence Fragments |
| 2:00-2:30 | PACT Time: paper Easter baskets |

Day 18

| | |
|---|---|
| 9:00-9:30 | Adult meeting: "Talking about evaluations" |
| 9:30-10:00 | Group work: "Remembering books" |
| 11:00-11:15 | Easter egg hunt with children |
| 12:15-1:00 | Lifetime Skills Workshop: Trip to the library, Selecting adult books |
| 1:00-2:00 | Parent Time: How to have a PACT Time at Home |
| 2:00-2:30 | PACT Time: Easter Party |

Day 19

| | |
|---|---|
| 9:30-10:00 | Group work: "Remembering books" |
| 12:15-1:00 | Lifetime Skills Workshop: "Nutrition Seminar" |
| 1:00-1:30 | Parent Time: Menu Planning Meeting |
| 1:30-2:00 | How to follow a study plan |
| 2:00-2:30 | PACT Time: Show & Tell |

Day 20

| | |
|---|---|
| 9:30-10:00 | Group work: "Sharing newspaper artides" |
| 11:00-11:15 | Easter egg hunt with children |
| 12:15-1:00 | Lifetime Skills Workshop: First Aid I--Shelia Windham, Children's Nurse |
| 1:00-1:30 | Parent Time: Writing about your Life |
| 1:30-2:00 | Why PACT Time? |
| 2:00-2:30 | PACT Time: Practice with numbers |

Day 21

| | |
|---|---|
| 9:30-10:00 | Group work: "Remembering books" |
| 11:00-11:15 | Easter egg hunt with children |
| 12:15-1:00 | Lifetime Skills Workshop: Writing a Remembering Essay |
| 1:00-2:00 | Parent Time: Plain Talk about Raising Children |
| 2:00-2:30 | PACT Time: Practice with concepts |

Day 22

| | |
|---|---|
| 9:00-9:30 | Adult meeting with our director |
| 9:30-10:00 | Group work: "Remembering books" |
| 11:00-11:15 | Easter egg hunt with children |
| 12:15-1:00 | Lifetime Skills Workshop: Nutrition Seminar--Clemson Ext. Service |
| 1:00-2:00 | Parent Time: Menu Planning Meeting |
| 2:00-2:30 | PACT Time: Work in our Photo Books |

Day 23

| | |
|---|---|
| 9:00-9:30 | Sharing Newspaper Articles |
| 9:30-10:00 | A visit with Jan Butler, United Way |
| 12:15-1:00 | Lifetime Skills Workshop:"Energy Bill Savings," Lee Crawford, CP&L |
| 1:00-2:00 | Parent Time: Plain Talk About Raising Children |
| 2:00-2:30 | PACT Time:Work in our Photo Books |

Day 24

| | |
|---|---|
| 9:00-9:30 | Adult meeting |
| 9:30-10:00 | Group work: "Remembering books" |
| 11:00-11:15 | Easter egg hunt with children |



BEST COPY AVAILABLE

| | |
|---|---|
| 12:15-1:00 | Lifetime Skills Workshop: Newsletter Meeting |
| 1:00-2:00 | Parent Time: Plain Talk About Raising Children |
| 2:00-2:30 | PACT Time: Work in our Photo Books |

Day 25

| | |
|---|---|
| 9:00-9:30 | Adult meeting: Family Open House |
| 12:15-1:00 | Lifetime Skills Workshop: Nutrition Seminar--Clemson Ext Service |
| 1:00-2:00 | Parent Time: Menu Planning Meeting, Work on Newsletter |
| 2:00-2:30 | PACT Time: Show & Tell |

Day 26

| | |
|---|---|
| 9:30-10:00 | Group work: "Let's Work It Out" books |
| 12:15-1:00 | Lifetime Skills Workshop: A Visit from Louis Nettles, Attorney/Tutor |
| 1:00-2:00 | Flex Time: Work on newsletter |
| 2:00-2:30 | PACT Time: Letters of the Alphabet |

Day 27

| | |
|---|---|
| 9:30-10:00 | Group work: "News for You"--Islam |
| 12:15-1:00 | Lifetime Skills Workshop: "Tales from Life:-Lewis Foster, Bruce Hall |
| 1:00-2:00 | Parent Time: Followup on workshop, grammar review lesson |
| 2:00-2:30 | PACT Time: Alphabet |

Day 28

| | |
|---|---|
| 9:00-9:30 | Adult meeting: "At home reading, Book lists" |
| 12:15-1:00 | Lifetime Skills Workshop: Nutrition Seminar |
| 1:00-1:30 | Parent Time: Menu Planning Meeting |
| 1:30-2:00 | Grammar review--Sentences |
| 2:00-2:30 | PACT Time: Paper chains |

Day 29

| | |
|---|---|
| 9:30-10:00 | Group work: "Summarizing news articles" |
| 12:15-1:00 | Lifetime Skills Workshop: Letters |
| 1:00-1:30 | Parent Time: A Trip to the Library |
| 1:30-2:00 | Flex Time--catch up on work |
| 2:00-2:30 | PACT Time: Paper chains |

Day 30

| | |
|---|---|
| 9:00-9:30 | Adult meeting: "Newsletter meeting" |
| 11:30-12:30 | Family Potluck Lunch |
| 12:30-1:00 | Grammar lesson--review homework |
| 1:00-2:00 | Flex Time |
| 2:00-2:30 | PACT Time: Handprint "Thank you" posters |

Day 31

| | |
|---|---|
| 9:00-10:00 | Adult meeting: Let's Work It Out book |
| 10:00-11:00 | Group work: Spelling practice, review spelling words |
| 12:15-1:00 | Lifetime Skills Workshop: Nutrition Seminar |
| 1:00-1:30 | Parent Time: Menu Planning Meeting |

| | |
|---|---|
| 1:30-2:00 | Litstart Spelling Exercises |
| 2:00-2:30 | PACT Time: Paper Bag Art |

Day 32

| | |
|---|---|
| 10:00-11:00 | Group work: Summarizing news articles |
| 12:15-1:00 | Lifetime Skills Workshop: Letters, news articles |
| 1:00-1:30 | Parent Time: Menu Planning Meeting |
| 1:30-2:00 | Litstart Spelling Exercises |
| 2:00-2:30 | PACT Time: Paper Bag Art |

Day 33

| | |
|---|---|
| 9:00-9:30 | Adult meeting: Book reports, Healthy Babies' Faire |
| 12:15-1:00 | Lifetime Skills Workshop: Margaret Davis, local teacher |
| 1:00-1:30 | Flex Time |
| 1:30-2:00 | Work on newsletter |
| 2:00-2:30 | PACT Time: Mother's Day Cards |

Day 34

| | |
|---|---|
| 9:30-10:00 | Group work: Book reports |
| 12:15-1:00 | Lifetime Skills Workshop: A Visit with Margie Strand |
| 1:30-2:00 | Parent Time: Menu Planning Meeting |
| 2:00-2:30 | PACT Time: Art worksheets |

Day 35

| | |
|---|---|
| 9:00-9:30 | Adult meeting: Address newsletters |
| 10:00-11:00 | Group work: Newsday, sharing articles |
| 12:15-1:00 | Lifetime Skills Workshop: First Aid Class with children's nurse |
| 1:00-2:00 | Parent Time: Let's Work It Out Book |
| 2:00-2:30 | PACT Time: Giant Paper Dolls |

Day 36

| | |
|---|---|
| 9:00-10:00 | Adult meeting: Let's Work It Out book |
| 10:00-11:00 | Group work: paragraphs |
| 12:15-1:00 | Lifetime Skills Workshop: Role-Playing, "The Critical Parent" |
| 1:00-1:30 | Parent Time: discussion on the workshop |
| 1:30-2:00 | Litstart Spelling Exercises |
| 2:00-2:30 | PACT Time: Paper Bag Masks |

Day 37

| | |
|---|---|
| 9:30-11:00 | Group work: Spelling review |
| 12:15-1:00 | Lifetime Skills Workshop: Nutrition Seminar |
| 1:00-1:30 | Parent Time: Menu Planning Meeting |
| 1:30-2:00 | Litstart Spelling Exercises |
| 2:00-2:30 | PACT Time: Get Well Cards for children's teacher |

Day 38

| | |
|---|---|
| 9:00-9:30 | Adult meeting: Evaluation of vocational programs |
| 9:30-11:00 | Group work: Newsday, "Conveying information to another person" |
| 12:15-1:00 | Lifetime Skills Workshop cancelled--we did crossword puzzle |

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| | |
|---|---|
| 1:00-2:00 | Spelling & scrambled words |
| 2:00-2:30 | PACT Time: New photo books |

Day 39

| | |
|---|---|
| 9:00-9:30 | Adult meeting: with Margie Strand |
| 9:30-11:00 | Group work: 'News for You,' The Shape of Things |
| 12:15-1:00 | Lifetime Skills Workshop: Speechcraft |
| 1:00-1:30 | Parent Time: Disciplining Your Child |
| 1:30-2:00 | Oral Reading Practice |
| 2:00-2:30 | PACT Time: Work in photo books |

Day 40

| | |
|---|---|
| 9:30-11:00 | Group work: Oral Reading Practice |
| 12:15-1:00 | Lifetime Skills Workshop: Spelling Practice |
| 1:00-2:00 | Flex Time |
| 2:00-2:30 | PACT Time: Work in photo books |

Day 41

| | |
|---|---|
| 9:00-9:30 | Adult meeting: Newspaper articles |
| 9:30-10:00 | Group work: Multiplication tables |
| 12:15-1:00 | Lifetime Skills Workshop: about Florence Darlington Tech, Miriam Stevenson, Admissions Counselor |
| 1:00-1:30 | Parent Time: College |
| 1:30-2:00 | Fraction practice |
| 2:00-2:30 | PACT Time: Work in photo books |

Day 42

| | |
|---|---|
| 9:00-9:30 | Adult meeting: A visitor from New Zealand |
| 9:30-10:00 | Group work: "Writing It Down"--paragraphs |
| 12:15-1:00 | Lifetime Skills Workshop: Speechcraft |
| 1:00-2:00 | Multiplication tables |
| 2:00-2:30 | PACT Time: Cardboard Mobile |

Day 43

| | |
|---|---|
| 9:00-9:30 | Adult meeting: Study Calendars |
| 9:30-10:00 | Group work: Working a crossword puzzle |
| 12:15-1:00 | Lifetime Skills Workshop: "through, thorough, though, thought!" |
| 1:00-2:00 | Flex Time |
| 2:00-2:30 | PACT Time: Butterfly Mosaics |

Day 44

| | |
|---|---|
| 9:00-9:30 | Adult meeting: Recruiting new students |
| 9:30-10:00 | Group work: "through, thorough, though, thought!" |
| 12:15-2:00 | Lifetime Skills Workshop: Infant/Child CPR |
| 2:00-2:30 | PACT Time: Birthday banner |

Day 45

| | |
|---|---|
| 9:00-9:30 | Adult meeting: Study Calendars |
| 9:30-10:00 | Group work: Summer Reading Club, Ms. McElveen |
| 12:15-1:00 | Lifetime Skills Workshop: Speechcraft |
| 1:00-2:00 | Learning about our new computer |
| 2:00-2:30 | PACT Time: Number/Letter collage |

Day 46

| | |
|---|---|
| 9:00-9:30 | Adult meeting: Newsletter planning |
| 9:30-10:00 | Group work: 'News for You' |
| 12:15-1:00 | Lifetime Skills Workshop: Nutrition Seminar |
| 1:00-1:30 | Parent Time: Menu Planning Meeting |
| 1:30-2:00 | Math Word Problems |
| 2:00-2:30 | PACT Time: Puzzles & a dance |

Day 47

| | |
|---|---|
| 9:00-9:30 | Adult meeting: Writing our thank you letters |
| 9:30-10:00 | Group work: Typing speech notes on the computers |
| 12:15-1:30 | Lifetime Skills Workshop: Infant/Child CPR |
| 1:30-2:00 | Math Word Problems |
| 2:00-2:30 | PACT Time: Summertime collage |

Day 48

| | |
|---|---|
| 9:00-9:30 | Adult meeting: Newsletter planning |
| 9:30-10:00 | Group work: A look at The Parents Paper |
| 12:15-1:30 | Lifetime Skills Workshop: Individual Evaluations |
| 1:30-2:00 | Work on the computer |
| 2:00-2:30 | PACT Time: Numbers banner |

Day 49

| | |
|---|---|
| 9:00-10:00 | Adult meeting: Movie-- "Talking to your children about sex" |
| 12:15-1:00 | Lifetime Skills Workshop: Nutrition Seminar |
| 1:00-1:30 | Parent Time: Menu Planning Meeting |
| 1:30-2:00 | Letter writing workshop |
| 2:00-2:30 | PACT Time: Work with shapes |

Day 50

| | |
|---|---|
| 9:00-9:30 | Adult meeting: Speechcraft preparation |
| 9:30-10:00 | Group work: Studied CPR Test questions |
| 12:15-2:00 | Lifetime Skills Workshop: Infant/Child CPR |
| 2:00-2:30 | PACT Time: More work with shapes & colors |

Day 51

| | |
|---|---|
| 9:00-9:30 | Adult meeting: Newsletter |
| 9:30-10:00 | Group work: Work on newsletter articles, letters |
| 12:15-1:00 | Lifetime Skills Workshop: Speechcraft |
| 1:00-1:30 | Parent Time: Crosswords |
| 1:30-2:00 | Crosswords--Change a Letter |
| 2:00-2:30 | PACT Time: Stencils |

Day 52

| | |
|---|---|
| 9:30-10:00 | Group work: Geography lesson, work in Remembering book |
| 12:15-1:00 | Lifetime Skills Workshop: Nutrition Seminar |
| 1:00-1:30 | Parent Time: Menu Planning Meeting |
| 1:30-2:00 | Study Calendars |
| 2:00-2:30 | PACT Time: Fish mosaics |

Day 53

| | |
|---|---|
| 9:00-9:30 | Adult meeting: Newsletter planning |
| 9:30-10:00 | Group work: Articles about other countries |
| 12:15-1:30 | Lifetime Skills Workshop: Infant/Child CPR |
| 1:30-2:00 | Crossword Puzzles |
| 2:00-2:30 | PACT Time: Fashion show |

Day 54

| | |
|---|---|
| 9:00-9:30 | Adult meeting: At Home PACT Times |
| 9:30-10:00 | Group work: Long Division |
| 12:15-1:00 | Lifetime Skills Workshop: Computers |
| 1:00-2:00 | Litstart Spelling Exercises |
| 2:00-2:30 | PACT Time: Paper bag hula skirts |

Day 55

| | |
|---|---|
| 9:00-9:30 | Adult meeting: Keeping an expense calendar |
| 9:30-10:00 | Group work: Spelling practice |
| 12:15-1:00 | Lifetime Skills Workshop: Nutrition Seminar |
| 1:00-1:30 | Parent Time: Menu Planning Meeting |
| 1:30-2:00 | Subtracting fractions |
| 2:00-2:30 | PACT Time: Paper roll binoculars |

Day 56

| | |
|---|---|
| 9:00-9:30 | Adult meeting: Go over home Pact Time project |
| 9:30-10:00 | Group work: Computer |
| 12:15-1:00 | Lifetime Skills Workshop: Writing an Essay on the computer |
| 1:00-1:30 | Parent Time: Suggestions about Project LIVE |
| 1:30-2:00 | Crossword Puzzle--Teacher Role-Playing |
| 2:00-2:30 | PACT Time: hand out schoolboxes, photo books |

Day 57

| | |
|---|---|
| 9:00-9:30 | Adult meeting: a visit from DSS Supervisor, Joyce Hill |
| 9:30-10:00 | Group work: Newspaper game, work with maps |
| 12:15-1:00 | Lifetime Skills Workshop: Nutrition Seminar |
| 1:00-1:30 | Parent Time: Menu Planning Meeting |
| 1:30-2:00 | Math Practice |
| 2:00-2:30 | PACT Time: Show & Tell photo books |

Day 58

| | |
|---|---|
| 9:00-9:30 | Adult meeting |
| 9:30-10:00 | Group work: Remembering books |
| 12:15-1:00 | Lifetime Skills Workshop cancelled--flex Time |
| 1:00-2:00 | Computer work |
| 2:00-2:30 | PACT Time: Lion faces |

Day 59

| | |
|---|---|
| 9:00-9:30 | Adult meeting: Job preference charts |
| 9:30-10:00 | Group work: Newsday, article summaries |
| 12:15-1:00 | Lifetime Skills Workshop: Speechcraft |
| 1:00-2:00 | Flex Time, Fraction Study Group |
| 2:00-2:30 | PACT Time: Snowflakes in July |

Day 60

| | |
|---|---|
| 9:00-9:30 | Adult meeting: Newsletter planning |
| 9:30-10:00 | Group work: Review of proper hygiene |
| 12:15-1:00 | Lifetime Skills Workshop: Nutrition Seminar |
| 1:00-1:30 | Parent Time: Menu Planning Meeting |
| 1:30-2:00 | 'News for You' puzzle |
| 2:00-2:30 | PACT Time: Paper plate masks |

Day 61

| | |
|---|---|
| 9:00-9:30 | Adult meeting: A visit with Carol Holloway, local attorney |
| 9:30-10:00 | Group work: 'News for You' puzzle |
| 12:15-1:00 | Lifetime Skills Workshop: Stress Management, Beth Barnes |
| 1:00-2:00 | Parent Time: Work on Speeches |
| 2:00-2:30 | PACT Time: Birdseed mosaics |

Day 62

| | |
|---|---|
| 9:00-10:00 | Group work: work with Remembering books |
| 12:15-1:00 | Lifetime Skills Workshop: Speechcraft |
| 1:00-2:00 | Flex Time |
| 2:00-2:30 | PACT Time: Work with shapes |

Day 63

| | |
|---|---|
| 9:00-9:30 | Group work: Newspapers, Book Reports |
| 12:15-1:00 | Lifetime Skills Workshop: Nutrition Seminar |
| 1:00-1:30 | Parent Time: Menu Planning Meeting |
| 1:30-2:00 | Spelling Study Group, work on speeches |
| 2:00-2:30 | PACT Time: Giant Paper Dolls |

Day 64

| | |
|---|---|
| 9:00-9:30 | Adult Meeting: Folded & Labelled Newsletters |
| 9:30-10:00 | Group work: News for You exercise--Word Chains, "Child Support" |
| 12:15-1:00 | Lifetime Skills Workshop: Stress Management, Beth Barnes |
| 1:00-2:00 | Flex Time--worked on speeches & math practice |
| 2:00-2:30 | PACT Time: Giant Paper Dolls |

Day 65

| | |
|---|---|
| 9:00-9:30 | Adult meeting: Newspapers |
| 9:30-10:00 | Group work: Reading Skills book |
| 12:15-1:00 | Lifetime Skills Workshop: Speechcraft |
| 1:00-1:30 | Flex Time |
| 1:30-2:00 | Crossword Puzzles--Plurals |
| 2:00-2:30 | PACT Time: Scissor Race |

Day 66

| | |
|---|---|
| 9:00-10:00 | Group work: Remembering II book |
| 12:15-1:00 | Lifetime Skills Workshop: Nutrition Seminar |
| 1:00-1:30 | Parent Time: Menu Planning Meeting |
| 1:30-2:00 | Flex Time |
| 2:00-2:30 | PACT Time: Paper fans |

Day 67

| | |
|---|---|
| 9:00-9:30 | Adult meeting: Grab Bag Games |
| 9:30-10:00 | Group work: newspaper articles |
| 12:15-1:00 | Lifetime Skills Workshop: Typing & Computer Practice |
| 1:00-2:00 | Parent Time: Computer Games |
| 2:00-2:30 | PACT Time: Clown puppets |

Day 68

| | |
|---|---|
| 9:00-2:30 | Trip to Riverbanks Zoo |

Day 69

| | |
|---|---|
| 9:00-9:30 | Adult meeting: Parents' Paper |
| 9:30-10:00 | Group work: Essays about the Zoo |
| 12:15-1:00 | Lifetime Skills Workshop: Nutrition Seminar |
| 1:00-1:30 | Parent Time: Menu Planning Meeting |
| 1:30-2:00 | Reading our essays aloud |
| 2:00-2:30 | PACT Time: Teapots |

Day 70

| | |
|---|---|
| 9:00-10:00 | Group work: Work with pre-GED Writing Skills |
| 12:15-1:00 | Lifetime Skills Workshop: Speechcraft |
| 1:00-1:30 | Group work: Remembering II book |
| 1:30-2:00 | Oral reading practice from 'News for You' |
| 2:00-2:30 | PACT Time: Teapots |

Day 71

| | |
|---|---|
| 9:00-9:30 | Adult meeting: Graduation |
| 9:30-11:00 | Group work: work in Remembering II book |
| 12:30-1:30 | Cleanup & prepare for graduation |
| 1:30-2:30 | Graduation ceremony |

# Vocational Program–Teacher's Aide

Goals and Objectives:

- To incorporate job training into the student parent's day, which can in turn be listed as work experience on applications or resumes
- To encourage responsiblity and completion of tasks

Procedure:

- Explain the program and show how the teacher's aide position will rotate weekly or daily, depending on group consensus
- Explain the responsibilities of a teacher's aide, which may include:
  Preparation of meals
  Importance of proper hygiene
  Help with children when requested
  Final cleanup and storage of learning materials at the end of the day
  Acting as host or hostess to guest speakers or visitors
- Incorporate vocational materials on Teacher's Aide into other learning segments: learning experience, "what if" discussions, role playing

## School Meal Program

A nourishing breakfast and lunch are provided at the school.

Goals and Objectives:

- To make the project independent of any other facility for food service
- To encourage the student parents to be responsible for all stages of meal planning, budgeting and preparation
- To use the School Meal Program as a learning module to practice budgeting, nutrition, basic math and writing, group dynamics and cooperation, and economical meal preparation

Procedure:

- Introduce the program and explain the benefits of planning our own meals
- Outline any guidelines (there is one meal for everyone, the aide for the week is responsible for preparation of meals, etc.)
- Present a prepared list of food items with unit cost (for ex, Loaf Bread--22 slices--$1.19 each). Note: students can add to the list if they remain within budget.
- Demonstrate how to write and cost out a sample menu
- Divide class into teams for planning each menu. Assist with math and spelling.
- Have class combine all menus to arrive at total cost under budget.
- With class, prepare the week's shopping list.
- For following weeks, have the teacher's aide check the inventory for leftover foods. Show how these can be incorporated into the menus.

Basic Setup Materials for Meal Program:

- Paper or plastic products, utensils
- Cutting Board
- Dishtowels, dishcloths
- Baking sheets, assorted cookware
- Tablecloths
- Sharp knife
- Bread knife
- Dishwashing detergent
- Can opener

Sample Menu for 10 adults/10 children:

| | | |
|---|---|---|
| Ham and Cheese Sandwich | | |
| 20 Ham Slices | 10 slices/2.65 | 5.30 |
| 40 Slices of Bread | 22 slices/1.00 | 2.00 |
| 20 Slices of Cheese | 16 slices/2.00 | 4.00 |
| Condiments | | |
| 1/2 Apple (10 apples) | .46 each | 4.60 |
| Milk (1/2 gallon) | 2.00/gallon | 1.00 |
| | | 16.90 |
| | | + tax .85 |
| | | 17.75 |

PROJECT LIVE
Florence Area Literacy Council
Florence, SC

CONFIDENTIAL
STUDENT RECORD SHEET

Name: Start Date: Address:
Current Date:
Phone:
Children in Program: Ages:
Teacher:

---

Learning Materials:

* Current

| Skills Evaluation (based on student objectives): | | | |
|---|---|---|---|
| | | Shows | Needs |
| as of 3/27/91 | Very Good | Improvement | Improvement |
| | | | |
| Attendance | | X | |
| Punctuality | | | X |
| Teamwork | X | | |
| Cooperation with colleagues | X | | |
| Neatness & organization | X | | |
| Listens & follows directions | | | X |
| Gets work done on time | | | X |
| Oral communication | | X | |
| Written communication | X | | |
| Spelling & Phonics | X | | |
| Oral reading | X | | |
| Silent reading & comprehension | X | | |
| General knowledge | | X | |
| Understands needed math skills | | X | |
| Vocational Program/Teacher's Aide | X | | |

Comments:

NAME DATE

Attendance
# days present_____ out of total # days_____

| REPORT CARD 1 | Very Good | Fair | Needs Work |
|---|---|---|---|
| PARTICIPATION | | | |
| LISTENS TO DIRECTIONS | | | |
| WORKS ON OWN | | | |
| USES SCISSORS | | | |
| USES GLUE | | | |
| USES PAINTS, CRAYONS | | | |
| PUTS THINGS BACK | | | |

PROS:

CONS:



NAME DATE

Attendance
# days present_____ out of total # days_____

| REPORT CARD 2 | Very Good | Fair | Needs Work |
|---|---|---|---|
| GETS BUSY & STAYS BUSY DURING WORK-TIME | | | |
| WORKS WELL WITH OTHER CHILDREN | | | |
| RECOGNIZES SYMBOL AND NAME | | | |
| KEEPS RHYTHM TO MUSIC | | | |
| PARTICIPATES IN STORY-TIME | | | |
| POURS FROM ONE CONTAINER TO ANOTHER | | | |
| SCOOPS & SPOONS | | | |
| USES PINCHER GRASP | | | |
| CUTS ALONG LINES | | | |
| CREATIVE AT PLAY | | | |

PROS:



CONS:

NAME: DATE

Attendance
# days present_____ out of total # days_____

REPORT CARD 3

| | Very Good | Fair | Needs Work |
|---|---|---|---|
| PERSONAL HYGIENE | | | |
| KNOWS BODY PARTS | | | |
| SHARES MATERIALS | | | |
| TAKES TURNS | | | |
| BUTTONS, SNAPS, ZIPS, LACES AND TIES | | | |
| THROWS BALL | | | |
| CATCHES BALL | | | |
| KICKS BALL | | | |
| RUNS, JUMPS, HOPS | | | |
| MATCHES COLORS | | | |
| MATCHES SYMBOLS | | | |

PROS:



CONS:

NAME: DATE

Attendance
# days present_____ out of total # days_____

REPORT CARD 4

| | Very Good | Fair | Needs Work |
|---|---|---|---|
| COPIES NAME | | | |
| COPIES LETTERS AND NUMBERS | | | |
| REPEATS ALPHABET | | | |
| COUNTS 1-5 | | | |
| REPEATS SING-ALONG SONGS | | | |
| KNOWS COLORS | | | |
| KNOWS SHAPES | | | |
| HAS POSITIVE SELF-CONCEPT | | | |

PROS:



CONS:

# PROJECT LIVE

EACH ONE TEACH ONE

*a program of the*

*Florence Area Literacy Council*

*awards this Certificate of Completion*

*to*

*Mary Capers*

*for*

*exceptional achievement and participation in*

*Project LIVE.*

*This 16th day of August, 1991.*

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48

# PROJECT LIVE

*a program of the*

*Florence Area Literacy Council*

*awards*

*LaKesha Capers*

*a Certificate of Pre-School Completion.*

*This 16th day of August, 1991.*

_____

_____

_____

EACH ONE TEACH ONE

# Project LIVE News

July 1991

A United Way Agency

1117-B June Lane, Florence, SC 29501 • 803-662-8421 • A Program of the Florence Area Literacy Council

## What Project LIVE Means To Me
## by Mary Capers

Project LIVE is something that the single parents need in Florence and other cities so that young parents can get their minds back together and go back to school to be in the cold world it is out there. Project LIVE is something that I need, and that helps me to get my mind together so that I can do well and make things good for me and my kids.

It lets me know a mother can be what she wants to be. And this is one thing I know and I can say because I am doing it.

As for me, I like going to class to see what question that I can get Cecile on today!

## Thank you, Volunteers!

Project LIVE relies on its enthusiastic volunteers who continually support our program. Laubach literacy tutors Beth Barnes, Lee Marner, and Adrianne Underhill are with us once a week during study time to provide that intensive one-on-one tutoring so important to our parents. Dolly Heger, Christine English, Jane Purvis and Ellen Ard have donated time each week to help our director with the children.

So many community resource people have visited our school during the last two months, we can only name a few here! We have had visits and good talks with Clemson Extension Service's Elvie Eaddy and Leatha Eagleton, with fellow Speechcrafter and State Farm representative Michael Jones, and with Florence Darlington TEC's counselor Miriam Stevenson. Dianne Owens and Pam Patrick from the Parents' Paper, Ink visited with us, as well as Literacy Council Board Chairman Robin Heiden.

We would also like to thank Literacy Council volunteers who helped with the Ben Hogan South Carolina Classic, as well as the United Way, and other agencies and organizations which support Project LIVE.

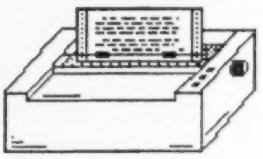
## We Have Our Computer!

Thanks to a federal Community Development Block Grant awarded to Project LIVE by the city of Florence, our school now has its own Macintosh computer. We are already busy using the computer to produce this newsletter, to do bulletin board graphics, to plan our lunch menus, and to write stories and essays.

We know that in just about any job you have today, people use computers, and we want to become computer-literate! We also have a special program that teaches about computers, the keyboard and how to type. The kids like the computer, too!

We also have a very nice printer. It's so satisfying to see our work turn out so beautifully.

## WAY TO GO, CITY COUNCIL!



Our newsletter editor this month is Mary E. Capers. A mother of two, Ms. Capers and five-year-old LaKeisha are graduating together in August. Mary enjoys current events, math, drafting, and spending time with her children.